CONTENT AREAS

I. Health and Safety
II. Human Relationships
III. Program Staffing
IV. Indoor and Outdoor Environment
V. Program Activities
VI. Administration
VII. Single-Purpose Programs
I. HEALTH & SAFETY

A. The physical, social and emotional health, safety, and security of all children and youth are protected.

- In school buildings, health and safety standards required during the school day are continued in the OST program.
- Health and safety regulations of the Licensing Rules for Child Care Centers are met.
- Children and youth are supervised at all times, including during arrival and departure.
- A system is in place to prevent unauthorized individuals from taking children and youth from the program.
- Staff plan for different levels of supervision according to the level of risk involved in an activity.
- Staff consider the health, physical, and environmental hazards, such as: Playground, e.g., broken equipment or unsafe play spaces. Cooking, e.g., hot foods or ingredients that may cause allergic reactions. Science activities, especially the use of ANY chemicals or hazardous materials.
- Staff builds trusting relationships with children and youth that provide physical, social, and emotional security.
- Equipment and facilities are checked daily and maintained in a safe fashion.
- Programming facilitates a variety of physical and nutritional activities that meet the needs and abilities of all children and youth.
I. HEALTH & SAFETY

B. Written policies and a training system are in place for emergencies.

- Staff members are trained in accident prevention and in plans for emergencies. Plans are written and posted prominently. Staff members are trained in emergency practices and regular reviews of emergency plans are conducted.
- Contingency plans for emergencies, including closings, are communicated to families of students upon enrollment.
- A procedure for emergency communication with families (e.g., phone trees, text messages, e-mail and web postings, cell phone usage) is established and communicated.
- A phone is available at all times.
- Emergency family and medical contact information is maintained in the program and available to program staff at all times.
I. HEALTH & SAFETY

C. Staff members are all trained to handle emergencies.

- Within three months of beginning to work in the program, each adult program staff member shall hold valid certification in CPR and basic first aid as issued by the American Red Cross, American Heart Association, or a comparable organization. Training is updated to remain current.
- There is always an individual onsite who has current first aid training, CPR, and blood borne pathogen training.
I. HEALTH & SAFETY

D. Positive policies and procedures ensure the health of all children, youth, and staff.

- The environment is clean, and appropriate sanitation, disinfecting, and maintenance procedures are followed.
- Children and youth and adults with contagious illnesses do not attend the program.
- The spread of illness is contained by proper hand washing procedures and appropriate hygiene practices.
I. HEALTH & SAFETY

E. Appropriate transportation rules are followed.

- Transportation provided to students follows regulations in the Revised School Code for transporting students to and from school.
- Children and youth with special needs are transported in a safe, comfortable and appropriate manner.
- Field trip transportation is arranged with the knowledge and consent of parents/guardians, and follows transportation rules for school field trips as listed in the Licensing Rules for Child Care Centers for licensed programs.
- Public transportation is utilized in the manner approved in the Revised School Code or by the Licensing Rules for Child Care Centers.
I. HEALTH & SAFETY

F. *Proper procedures for the administration and handling of medication and individual medical procedures are developed.*

- Procedures are written, implemented and distributed in program handbooks to staff and parents.
- Medication administration regulations of the Licensing Rules for Child Care Centers are met.
I. HEALTH & SAFETY

G. The program serves food and drinks that meet the needs of all children and youth.

- OST programs serve a minimum of one snack if children and youth attend fewer than 2½ hours. Students who attend longer programs receive an additional snack or meal.

- Food provided must be of nutritional quality to meet the minimum meal requirements of the MDE, Child and Adult Care Food Program.

- Children and youth participate in food selection, preparation, distribution, and clean-up.

- Staff members sit and eat the daily program snack or meal with children and youth.

- Staff discuss the health benefits of snack components with children and youth.

- Staff members do not bring in/consume personal food or beverages in front of the children and youth.
I. HEALTH & SAFETY

H. Programs serve foods and beverages in amounts and types that promote lifelong health and help prevent chronic disease.

- The amount and type of food offered is appropriate for the ages and sizes of children and youth.
- Drinking water is readily available at all times.
- Food choices accommodate dietary restrictions related to allergies, food intolerance, religion, and culture.
- Students’ special nutritional needs are documented and all staff are made aware of accommodations.
I. HEALTH & SAFETY

The program creates a social environment, including positive relationships, that encourages children and youth to enjoy healthy foods.

- Food is not used as a reward or punishment.
- Holidays and birthdays are celebrated with healthy items (if celebrated).
- Fundraisers emphasize healthy foods or rely on non-food items.
COMMENTS/EVIDENCE/RESOURCES/IDEAS
I. HEALTH & SAFETY

J. Food is stored and prepared safely.

- Food storage and preparation standards are maintained as required by the Licensing Rules for Child Care Centers.
- Appliances for heating and cooling food are maintained in a safe manner.
II. HUMAN RELATIONSHIPS

A. Adult/student relationships are authentic, consistent and positive.

- Staff treat all children and youth respectfully, positively, and warmly.
- Staff support children and youth in building new skills.
- Staff encourage children and youth to exercise creativity, curiosity, and their imagination.
- Children and youth appear engaged, focused and interested in the program.
- Staff give attention to children and youth and their individual needs, temperaments, special interests, and abilities.
- Staff provide opportunities for children and youth to engage with positive adult role models individually and in small groups.
II. HUMAN RELATIONSHIPS

B. All relationships engage children and youth in positive and respectful ways.

- Staff provide a safe, respectful environment where children and youth and families may interact in positive ways.
- Clear expectations are established cooperatively with children and youth and maintained consistently.
- Staff model and encourage communication, cooperation, and child and youth-centered approaches to reframe conflict.
- Staff promote psychological and emotional safety at all times.
- Staff promote supportive peer interactions by encouraging collaboration, teamwork, and positive communication.
- Staff interact with children and youth using various approaches to help students learn to think for themselves, develop problem solving skills, and improve language skills.
- Staff support children and youth with encouragement and attribute success to effort, attention, practice, and persistence.
- Staff actively involve children and youth in decision making and leadership roles.
II. HUMAN RELATIONSHIPS

C. The program creates a positive social environment where all students feel safe.

- Staff teach, encourage and model positive behaviors.
- Staff greet children and youth by name upon their arrival.
- Staff acknowledge and positively support desired behaviors with children and youth.
- Staff communicate expectations of desired behaviors with children and youth and families at the beginning of the program.
- Staff utilize opportunities to help students develop positive/appropriate responses or social skills.
III. PROGRAM STAFFING

A. *Staff to student ratios and group size are established to ensure that authentic, helpful, and caring relationships can be established and maintained between children and youth in the program and the staff.*

- Adequate numbers of qualified staff are hired, trained, and on-site.
- Staff to student ratios are maintained consistently.
- At least two adult staff members are present in the program at all times when children and youth are present. Adult staff members are individuals who are 18 years of age or older. A high school student who is 17 and in the final year of a high school career preparation program in child care may count as an adult.
- Group size does not exceed 30 children or youth. A group consists of those children and youth and their program staff members who function as a unit for activities.
- Adult to student ratios do not exceed: (Grades K to 3—one adult for ten students) (Grades 4 to 12—one adult for 15 students.)
- Additional adults are present when children and youth with special needs require more supervision.
- Mixed-age groups follow the ratio requirement for the youngest student in the group.
- Sufficient staffing is available to meet ratios in all locations when groups are split between indoor and outdoor or separate activity areas.
III. PROGRAM STAFFING

B. Staff (program staff and administrative staff) develop open and supportive relationships focused on the goals of the program.

- Staff members communicate and cooperate with each other consistently.
- Staff members support each other through shared planning, coordination, and flexibility.
- Staff members treat each other in a professional manner.
III. PROGRAM STAFFING

C. Staff composition and training reflect sensitivity to diversity, gender equity, and ability.

- The program policy prefers employment of staff members who reflect the languages, cultures, and genders of the children and youth and families served.
- Staff training in diversity is provided, including meeting needs of children and youth with special needs.
- Staff members are sensitive to, and respectful of children’s and youth’s culture, religion, home language, and beliefs.
- Staff avoid teaching stereotyped expectations to children and youth, especially in areas of academic achievement and career preparation.
- Staff promote gender equity.
- Staff members are sensitive to individual students’ special needs and abilities.
III. PROGRAM STAFFING

D. Policies and standards are developed and written related to staff qualifications for each position, including written job descriptions used in recruiting and hiring staff.

- A written job description is available for each position in the OST program, which includes the title and qualifications needed, job duties, and salary/benefit range.
- Staff qualifications align with the program goals and objectives and are based on the National AfterSchool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals.
- The plan for staff selection includes checking references, criminal history, central registry, and background.
III. PROGRAM STAFFING

E. *A written plan for recruitment, orientation, and retention of staff is developed and implemented.*

- The written plan for recruitment, orientation and retention of paid, volunteer, and community staff is consistent and used by administrators for implementation and decision-making.
- The plan is considered by board members and administrators in budget development.
- New staff participate in eight or more hours of pre-service orientation activities. Pre-service orientation activities include elements of child and youth development.
III. PROGRAM STAFFING

F. Each site has an adult site supervisor or director with decision-making responsibilities.

- The site supervisor/director is at least 21 years of age and has a bachelor’s degree and experiential background including college-level work and/or experience in education, child development/child psychology, recreation, social work, youth development, community organization, or another field relevant to work with students during out-of-school time and/or possesses the Michigan School-Age Youth Development Credential.

- The site supervisor/director is available onsite when students are onsite.
COMMENTS/EVIDENCE/RESOURCES/IDEAS
III. PROGRAM STAFFING

G. Program staff working directly with students are well trained with appropriate experience to work in the OST field with children and youth.

- Staff possess the Michigan School-Age Youth Development Credential.
- Staff will have training and experience that is appropriate for the type of programming, ages, needs, and abilities of the children and youth served.
III. PROGRAM STAFFING

H. A written plan for ongoing staff development is implemented and budgeted. This plan must include: typical and atypical child and youth development; age-appropriate curriculum; behavior management; gender equity; cultural sensitivity; inclusion; health/safety; mental health/social emotional learning; health eating/nutrition; physical activity; partnering with families; child/adult CPR/first aid; emergency procedures; child abuse and neglect prevention and reporting; appropriate activities; and Licensing Rules for Child Care Centers.

- The plan for staff development is incorporated into the overall staff development plan for the school or agency, is reflected in the budget, and is based on an assessment of the needs of the program and the staff.

- Individual staff development plans are developed and reviewed at least annually based on the National AfterSchool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals.

- Staff qualifications, as well as program evaluations, are taken into consideration and are consistently implemented.

- Within three months of beginning to work in the program, each adult program staff member shall hold valid certification in CPR and basic first aid as issued by the American Red Cross, American Heart Association, or a comparable organization.
III. PROGRAM STAFFING

I. A written, board-approved compensation plan is developed to retain qualified staff and maintain quality programs.

- The written, board-approved compensation plan is clearly related to the local market, staff qualifications, program quality, and staff retention.
- The plan is consistently implemented with short-term and long-term fiscal sustainability plans in place.
COMMENT/EVIDENCE/RESOURCES/IDEAS
III. PROGRAM STAFFING

J. All staff who work with children and youth are physically/mentally able to perform outlined job duties and are free of criminal convictions.

- Staff physicals are required prior to employment, and are updated at least every three years.
- Criminal background checks and central registry clearances are required prior to employment as required by Licensing Rules for Child Care Centers.
III. PROGRAM STAFFING

K. Staff evaluation is established and used for ongoing professional development.

- Each staff member is evaluated semi-annually by the supervisor.
- Staff evaluations are used to guide decision-making about professional development activities connected to program goals and objectives.
IV. INDOOR AND OUTDOOR ENVIRONMENT

A. The indoor environment is established to offer a safe, comfortable, age/ability appropriate, stable facility with adequate space to carry out the program and meet the needs of all students.

- There is specific space that is safe, clean, and comfortable with enough room for all program activities.
- There is convenient access to running water for program activities and cleaning.
- The facility is arranged and furnished for a variety of learning and recreational activities, including space for active and quiet activities, homework, spaces for groups of children and youth, and privacy for individual students.
- There is adequate space for storage of equipment and materials, as well as personal possessions. The physical environment can be modified to meet the needs of the program offerings and special needs of individuals.
- The program adheres to safety regulations and policies including those regarding the inclusion of children and youth of all cultural backgrounds and abilities.
- Written guidelines are in place regarding the use and maintenance of program facilities.
- The program works cooperatively with other programs in meeting space constraints in shared spaces.
IV. INDOOR AND OUTDOOR ENVIRONMENT

B. The outdoor environment is established to offer a safe and age/ability appropriate area for daily outdoor play and sports.

- There is adequate outdoor space available for large motor and sports activities daily.
- Children and youth may choose to use a wide variety of outdoor equipment and games for active and quiet play.
- Use of the Public Playground Safety Handbook is recommended when applicable.
- All outdoor equipment and spaces are suitable for the sizes and abilities of all children and youth and are maintained in a safe manner.
IV. INDOOR AND OUTDOOR ENVIRONMENT

C. All materials and equipment, both indoor and outdoor, are purchased and maintained to provide learning and play experiences that are age/ability appropriate, individually supportive and regularly offer multiple choices.

- Enough materials, equipment, and resources are available and accessible by program participants and are appropriate for skill levels and the number of children and youth participating.
- There is a full range of learning and recreational equipment and materials (e.g., cooking, woodworking, art, literacy, fitness, science, technology, engineering, and math, etc.).
- Materials and equipment are available for a variety of choices, individual and group interests, and in good repair.
IV. INDOOR AND OUTDOOR ENVIRONMENT

D. The environment is accessible to children and youth and families with disabilities.

- Program is barrier-free and complies with all Americans with Disabilities Act (ADA) regulations.
IV. INDOOR AND OUTDOOR ENVIRONMENT

E. The environment reflects the diversity represented in the population of the community and gender equity.

- Décor, materials, and resources reflect family backgrounds and interests of children and youth.
- Materials, photographs, and equipment are representative of a variety of cultures, populations, and abilities while avoiding stereotypes.
IV. INDOOR AND OUTDOOR ENVIRONMENT

F. The environment reflects various learning styles and abilities of all children and youth.

- There is a variety of age-appropriate materials within active and quiet spaces to accommodate learning styles and abilities of all children and youth.
V. PROGRAM AND ACTIVITIES

A. Activities are planned and supported through resources which reflect the interests and abilities of the children and youth enrolled and provide support for the school-day activities, especially supplementing the areas of development not regularly provided during the school day.

- The program offers developmentally appropriate activities that reflect the mission and goals of the program.
- The program offers a variety of active and quiet activities that are appropriate for the age, skill level and abilities of all children and youth.
- Resources are available and utilized to provide a variety of child and youth-centered and child and youth-led activities that increase the opportunities for all children and youth to develop in all areas (social, emotional, intellectual, academic, physical, and cultural).
- The program provides planned daily recreation, sports, or fitness activities that are at least 20 percent of daily program time.
- When weather does not permit outdoor participation, active indoor movement and games are offered.
- The program offers enrichment opportunities in core academic areas as well as in cultural arts and technology.
V. PROGRAM AND ACTIVITIES

B. The comprehensive curriculum addresses the needs of the individual, as well as group needs, and supports the school curriculum.

- Staff members demonstrate awareness of students’ individual daily needs, abilities, and learning styles and plan to accommodate them in daily programming/activities.
- There is a clear rationale for the activities chosen.
- Activities challenge participants intellectually, creatively, and/or physically and require building, learning, and applying a progression of new skills.
- Formal processes or structures are in place linking the program to the school day.
- Activities have educational, social-emotional, physical or life-skill outcomes.
V. PROGRAM AND ACTIVITIES

C. Program development and implementation is carried out in such a way to include significant child and youth choice and child and youth involvement in planning and leading.

- Staff give children and youth many opportunities to plan, carry out and evaluate their own activities. Children and youth are included in the planning and design of the program and activities offered.
- Children and youth are encouraged to offer ideas, take the initiative, make suggestions, and lead program activities.
- There are opportunities for children and youth to participate and develop connections with their larger community.
- Students and staff share leadership and control of program activities.
- Children and youth are appropriately involved in decision making and the planning, management, evaluation, implementation and improvement of the program.
V. PROGRAM AND ACTIVITIES

D. *Families are appropriately involved in decision making, planning, management, evaluation, implementation and improvement of the program.*

- Multiple systems are in place for families to be involved and to provide input regarding policies, procedures, curriculum, etc.
- Multiple systems are in place for maintaining communication with families.
- Families and community members are invited to collaborate with staff and participate in the program.
- Expectations for adult participation in the program are clearly communicated.
V. PROGRAM AND ACTIVITIES

E. School day and OST activities are linked in ways that support the academic development of each individual child regardless of ability.

- OST programming includes developmentally appropriate academic support and enrichment activities that complement the school curriculum.
- OST staff members work with individual teachers and parents to support homework and academic needs of children and youth.
- OST staff members participate in school-wide and/or community activities and goals.
- OST programming is based on best practices for addressing barriers to learning and promoting positive development.
V. PROGRAM AND ACTIVITIES

F. Program collaborates with other children and youth organizations, community resource agencies and schools to meet the needs of all participating youth.

- Program staff establish mechanisms for regular communication to coordinate with children and youth serving agencies.
- Program staff collaborate with school counselors, coaches, teachers and community members to determine the needs and provide support for children and youth in the community.
V. PROGRAM AND ACTIVITIES

G. The program regularly includes components of character education as defined by the Michigan State Board of Education Policy on Quality Character Education.

- Curriculum planning regularly includes components of character education:
  - service learning;
  - conflict resolution;
  - asset building;
  - leadership;
  - decision making skills for healthy choices;
  - peer activities—older with younger;
  - intergenerational activities; and
  - peer mediation.

- Character education opportunities are consistent with the Michigan State Board of Education Policy on Quality Character Education.
V. PROGRAM AND ACTIVITIES

**H. Computer technology experience, which helps children and youth become comfortable with both skills and materials, should be available at all ages.**

- Computers and age-appropriate software (or access to) are present in the program and used regularly by all participants.
- Computer and technology opportunities are consistent with the State of Michigan Educational Technology Plan.
V. PROGRAM AND ACTIVITIES

I. Science, Technology, Engineering, and Math (STEM) experiences, if provided, offer active learning extensions that align with school curriculum.

- STEM experiences that offer opportunities to engage with materials and ideas are provided for all children and youth.
- Staff encourage children and youth to create plans, implement those plans and self-evaluate.
- Staff help students understand that success in STEM activities will require attention to detail, effort, and persistence.
VI. ADMINISTRATION

A. Prior to developing a new program, a comprehensive needs assessment is conducted and the results are used for data-driven decision making for program planning.

• A needs assessment is administered to prospective participants, school staff, and families. Program development and implementation is based on the collected data.
COMMENTS/EVIDENCE/RESOURCES/IDEAS
VI. ADMINISTRATION

B. Stakeholders, including: parents; guardians; family members; school personnel; businesses; service organizations; and others in the school and community, are identified and involved in the planning process and/or informed of the program.

- OST staff, school staff, students, and members of the community conduct regular meetings to coordinate programming, curriculum, and goals.
- Ongoing communication and linkages, including formal advisory committees, between and among OST staff, school staff, community members, youth advisory councils, and families are established and encouraged.
- Community goals for children and youth, as identified by a county collaborative body, education entities, or municipalities, are incorporated into the program.
- Students and staff share responsibilities for community outreach efforts.
VI. ADMINISTRATION

C. There is an established budget that adequately supports the program goals and objectives.

- The budget development process reflects input from appropriate stakeholders, including the program director, site staff, other administrative staff, and the district/agency budget staff.
- The budget adequately supports staffing, professional development, and a variety of appropriate activities and materials related to the program goals and objectives.
VI. ADMINISTRATION

D. Fund development, revenue, and fiscal management systems are planned for and implemented to provide for a high quality, sustainable program supporting these standards.

- Revenues and expenses are reported and monitored utilizing effective business office procedures.
- Fees are established to support quality programming.
- Grant funds, child care subsidies, scholarships and donations are used to support program goals.
VI. ADMINISTRATION

E. The program has developed a policies and procedures handbook for participants and staff.

- Clear, concise, thorough handbooks are developed, updated regularly, and given to families, participants, and employees. The policies and procedures are administered in a consistent and equitable manner and include at least:
  - enrollment policies;
  - adult behavior expectations;
  - attendance policies (including sign-in/sign-out procedures);
  - administration and handling of medications;
  - emergency contingency plans; and
  - participant expectations and procedures.
COMMENTS/EVIDENCE/RESOURCES/IDEAS
VI. ADMINISTRATION

F. A system of regular and comprehensive program evaluation is established and used for on-going program improvement.

- At least twice a year, staff, students, families, and community members are given the opportunity to evaluate the program and the results are used for systematic program improvements.
VI. ADMINISTRATION

G. Program administration training is in place for site directors/supervisors.

- Professional development is planned for and implemented to include:
  - program content;
  - program delivery system; and
  - methods for working effectively with all children and youth, families, and staff.
COMMENTS/EVIDENCE/RESOURCES/IDEAS
VI. ADMINISTRATION

H. Youth have an influence on the structure and policy of the organization.

- Children and youth participate in program quality reviews and developing plans for improvement.
- Students and staff share responsibility on program governing bodies (e.g., boards, advisory panels, standing committees, task forces).
VII. SINGLE-PURPOSE PROGRAMS

A. *Programs are appropriate for the students enrolled.*

- Activities are age and ability appropriate.
- Activities meet the learning styles and interests of the enrolled students.
- Accommodations are provided for students with special needs.
COMMENTS/EVIDENCE/RESOURCES/IDEAS
VII. SINGLE-PURPOSE PROGRAMS

B. Appropriate staff members are present at all times.

- At least two adults are present at all times.
- Staff members have specialty expertise relevant to the content/skill of the program being offered.
- Staff members have knowledge of children and youth development and age/ability appropriate expectations.
COMMENTS/EVIDENCE/RESOURCES/IDEAS
MAKING THE MOST OF QUALITY STANDARDS

MATTER OF OPINION

Purpose/Objective: Opening/landing activity for introducing or discussing the MOST Standards of Quality. Allows facilitator to identify team understanding, misconceptions, concerns, and background regarding quality standards.

Instructions: Ask participants to place themselves on a continuum from Strongly Disagree to Strongly Agree based on how they feel about the following statements (you may add other questions):

1. My funder/employer requires that we adhere to a set of quality standards.
2. I can describe the MOST Standards, or another set of quality standards, to someone.
3. I use quality standards to design my program or activities.
4. Using a set of quality standards would improve the experiences that youth have.

Facilitation Tips: It is not necessary to correct participants or present any content during this activity. Instead, use it as an opening activity and an opportunity to learn more about the team and their experience with quality standards.
MAKING THE MOST OF QUALITY STANDARDS

CARD SORT

Purpose/Objective: Introduce the MOST Standards of Quality. Identify program strengths and potential growth areas or training opportunities. Prepare for MOST Standards of Quality Self-Assessment Checklist.

Instructions: As a team, discuss each MOST Standard card (e.g. I:B. Written policies and training...) and place them into one of four piles (Not Planned; Planned; In Place; Mastered) based on how the team feels their program addresses the indicators listed on each card.

Facilitation Tips: There are 49 standards, with indicators for each. Consider selecting a single content area or a limited number of standards to allow for meaningful discussion with the time available. Remember to celebrate program strengths while encouraging the team to think critically about any opportunities for improvement. This activity could also be done at the indicator level for a deeper assessment of specific standards.

Michigan Out-of-School Time Standards of Quality—March 2013 102
MAKING THE MOST OF QUALITY STANDARDS

WHAT? SO WHAT? NOW WHAT?

Purpose/Objective: Clarify understanding of individual standards and indicators. Identify opportunities for growth and begin planning action.

Instructions: Have the team select an individual standard card they would like to learn more about, address, or discuss. On a white board, or chart paper, draw a grid with three columns and label them “WHAT?”, “SO WHAT?”, and “NOW WHAT?” Begin the discussion by asking the team “WHAT is this standard asking of us?” Summarize and scribe the team’s responses in the WHAT column. Continue by asking the team “SO WHAT?” or “Why does this matter?” or “Why should we be concerned about this?” Again, scribe the responses in the appropriate column. Finally, ask the team to brainstorm a list of potential responses by asking “Now What?” or “What should/could we do to address this item?” This can be informal or the beginning of developing an action/improvement plan.

Facilitation Tips: Consider pairing this activity with the Card Sort activity and allow the team to select a card/standard from their “Not Planned” or “Planned” pile.
MAKING THE MOST OF QUALITY STANDARDS

PICK A CARD, ANY CARD!

Purpose/Objective: Introduce or review the MOST Standards of Quality.

Instructions: Ask the team to select a card/standard to discuss. This could be a standard they wish to discuss further or a random standard from the deck. Use the following questions to facilitate a discussion around the standard:

1. What does this look like in our program?
2. What examples of this standard/indicator have you seen in our program?
3. If we did this, how would that impact the youth?
4. If we could do this, what would it look like?
5. What can I do to help you in this area?

Facilitation Tips: This activity can be done in 5 minutes, or lead to an in-depth discussion that leads to planning, identifying resources, barriers, etc. If the discussion progresses to this point, consider using the What? So What? Now What? activity as a next step to scaffold the team toward planning how they might modify their program or practice.
EXPERT GROUPS

Purpose/Objective: Introduce the MOST Standards of Quality. Prepare for the MOST Standards of Quality Self-Assessment Checklist. Identify program strengths and opportunities for growth.

Instructions: Assign a content areas, standard, or indicator to an individual or small group and ask them to review the cards. Inform them that they will be serving as “experts” for their assigned cards and will have an opportunity to share a summary of the card(s) with the rest of the team. Some guiding questions might include:

1. What is this standard addressing?
2. Why should we care about this?
3. How do we do this now?
4. Where do you feel we could grow?

Facilitation Tips: This activity can be done in a single session or easily split-up into a series for use in staff meetings. Depending on time available and intent, less may be more and you might consider limiting the number of standards to report on for each group or individual.
MAKING THE MOST OF QUALITY STANDARDS

MOST STANDARDS SELF-ASSESSMENT

Purpose/Objective: The MOST Standards of Quality Self-Assessment Checklist was developed as a companion to the MOST Standards of Quality to assist schools and other organizations in developing high-quality, comprehensive out of school time programs.

Instructions: Completing the Self-Assessment Checklist can be done in pieces using many of the other activities listed previously in this card deck. Consider bringing a master copy of the Self-Assessment document to staff meetings and professional development sessions and utilizing it, along with the back side of the standards cards, to maintain a record of your review and team discussions.

Facilitation Tips: More information can be found at www.miafterschool.org.
Making the Most of Quality Standards

Commitment to Quality

Purpose/Objective: Educating staff and board members on the criteria that the field acknowledges make a high-quality out-of-school time program. Staff/program evaluation, strategic planning, and to identify areas needing improvement and in developing a plan to address areas of concern or additional training. Motivator for staff and to help set goals for staff team building.

Instructions: Complete the MOST Standards of Quality Self-Assessment Checklist and visit www.miafterschool.org to print, sign, and submit the corresponding commitment form.

Facilitation Tips: More information can be found at www.miafterschool.org.
MAKING THE MOST OF QUALITY STANDARDS

Purpose/Objective:

Instructions:

Facilitation Tips:

MAKING THE MOST OF QUALITY STANDARDS

Purpose/Objective:

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Facilitation Tips:

Michigan Out-of-School Time Standards of Quality—March 2013
MAKING THE MOST OF QUALITY STANDARDS

Purpose/Objective:

Instructions:

Facilitation Tips:

Michigan Out-of-School Time Standards of Quality—March 2013
MAKING THE MOST OF QUALITY STANDARDS

Purpose/Objective:

Instructions:

Facilitation Tips:

Michigan Out-of-School Time Standards of Quality—March 2013 111
MAKING THE MOST OF QUALITY STANDARDS

Purpose/Objective:

Instructions:

Facilitation Tips:

Michigan Out-of-School Time Standards of Quality—March 2013 112